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ABSTRACT

This publication contains released test items for grade 4 reading from the 2001 Washington Assessment of Student Learning (WASL). It is designed to assist teachers and administrators in the analysis of specific test items in order to identify patterns, trends, weaknesses, and strengths of student performance on the Essential Academic Learning Requirements (EALRs). This publication includes a released item booklet and an item analysis report. The released item booklet contains: WASL passages for reading and items from the 2001 Operational Test; a table for each item where school-level, district level, and state level data information can be transferred; information to indicate the learning target and strand information for each item; and item specific scoring guides, student work at representative score points, and annotated explanations for scores. The item analysis report includes: a list of all released items referenced to learning strands and learning targets; multiple choice items which include the percent of students who responded to each possible answer; and percentage of students who scored at each score point by school, district, and state for the constructed-response items. (PM)

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ED 466 805

WASL—Washington Assessment of Student Learning

A Component of the Washington State Assessment Program

Using Results to Improve Student Learning

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Reading
Grade 4

Released Items 2001

CS 511 283

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October 10, 2001

Dear Washington State Educators:

It is with great pleasure that the Office of the Superintendent of Public Instruction (OSPI) offers this new publication containing released test items from the 2001 Washington Assessment of Student Learning (WASL). This publication is designed to assist teachers and administrators in the analysis of the results of specific test items in order to identify patterns, trends, weaknesses and strengths of student performance on the Essential Academic Learning Requirements (EALRs).

In this packet, you will find actual test items that were used on the Spring 2001 WASL test in reading and mathematics. There are three types of test questions:

- multiple choice questions where students earn one point by selecting the right answer from a few options
- short answer questions where students earn up to two points by answering a question using a few sentences or labeled illustrations
- extended response questions where students can earn up to four points by constructing a response that includes several elements including evidence from the text or labeled illustrations

The writing prompts are not included because you will be receiving the 2001 writing prompts along with annotated student work.

As a teacher, or as a district or building administrator, you will be able to analyze the actual test items and the data that accompanies them to learn more about students in your school and district. You will be able to compare the performance of your school to your district or the state. By analyzing the differences in the data and the relationship that each question has with the EALRs, you will be able to identify where performance is strong and weak in your school and district. We encourage you to provide opportunities for students, teachers, and parents to work with the item-specific scoring guides in reading and mathematics and the annotated student responses that illustrate each score point.

OSPI hopes that you will use the information to begin a thoughtful, impassioned dialogue about what we expect our students to know and be able to do and how well they need to do it. We expect that this material will initiate conversations among administrators, faculty, students, and parents to how this information can impact our teaching, our learning, and our communication. Plans to improve student learning should not be made based on these results alone. It is important to also include the results from other assessments used by the teacher, school, and/or district.

In October, OSPI will conduct regional training on the effective use of these materials.

Congratulations on our work to improve student learning in Washington. Let's continue our fine work as we move forward toward our goal of increasing all student achievement and to create thoughtful, competent citizens for the 21st Century. I encourage you to search our website for further resources (www.k12.wa.us).

Sincerely,

Terry Bergeson

Dr. Terry Bergeson
State Superintendent of Public Instruction

How to Use this Released Item Booklet and the Item Analysis Report

Introduction:

You should have two documents: one, this Released Item Booklet and two, the Item Analysis Report. These two documents should be used together to help administrators and teachers understand released WASL items that reflect content-specific learning strands and targets which are derived Essential Academic Learning Requirements.

This **Released Item Booklet** includes the following information:

- WASL passages (for reading) and items from the 2001 Operational Test
- A table for each item where you can transfer the school-level, district-level, and state-level data information
- Information to indicate the learning target and strand information for each item
- Item-specific scoring guides, student work at representative score points, and annotated explanations for scores

The **Item Analysis Report** includes the following information:

- A list of all released items referenced to learning strands and learning targets
- Multiple choice items include the percent of students who responded to each possible answer. Correct answers have asterisks. Information is presented by the percent of students responding to each possible answer by school, by district, and by state.
- For constructed-response items, including short answers and extended response, information is presented by the percent of students who scored at each score point by school, by district, and by state.

How to Understand Your Data:

- First, transfer your data from the Item Analysis Report to the Released Item Booklet. Transfer all the information for each item into each table. By transferring the data, you will have all the information in one place.
- Second, examine the item types that represent the school's or the district's strengths or weaknesses. Does the school or district perform well on multiple choice items? Constructed-response items? What percent of students in a school or a district left constructed-response items blank or earned a zero?
- Third, examine the learning strands and targets represented by each item. Group together targets that represent strengths or weaknesses for a school or a district. Does the targets all fit underneath one particular strand or do they belong to several strands?
- Fourth, look for trends. Does a school perform markedly lower on a particular item in comparison to the district or the state? Does a school or a district perform markedly higher on a particular item in comparison to the state?

Introduction to Reading Released Items

Welcome to the Released Item Booklet for the WASL 2001 reading items. In this booklet you will find two passages, one literary and one informational, that were featured on the spring 2001 WASL test for reading. In addition to the passages, we have included the items that were used on the test in conjunction with the passages.

There are three types of test items: multiple choice questions where students earn one point by selecting the right answer from a few options; short answer questions where students earn up to two points by answering questions using a few sentences, and extended response questions where students can earn up to four points by constructing a response that includes several elements including textual evidence from the passage.

Please note that in releasing a literary passage and an informational passage from the 2001 WASL test for reading, OSPI is releasing approximately 40% of the reading WASL. Each year, the reading WASL is comprised of five passages—usually two literary passages and three informational passages. The passages that were not released this year will be used on future WASLs and will be released at a later date. However, we do plan to release two passages and their items every year to assist teachers and administrators in understanding the types of passages found on the WASL. These released items also provide invaluable opportunities for teachers and administrators to become familiar with the types of reading items derived from the reading EALRs while also becoming experienced with the item-specific scoring guides and annotated samples of student responses.

You may want to become familiar with the WASL test and item specifications (located on our website—www.k12.wa.us) as you study the passages, the items, your school or district's data, and the annotated student responses contained in this Released Item Booklet. Each item that is featured in this booklet represents a "learning target" which is a reading skill derived from the EALRs that can be captured in a paper and pencil assessment. Similar targets, or reading skills, are organized underneath larger reading strands, which are more general descriptions of a collection of similar reading skills.

As you begin to analyze your data, think about what would account for the performance of students on particular items. Although many of the items can represent strength and weaknesses across schools, districts, and the state, attempt to maintain the whole picture in your analysis. Staff at OSPI recommends that you examine the items themselves closely and ask yourselves, "What do we expect our students to know and be able to do in order to be successful on this item?"

In order to assist you in your efforts in understanding and using the Released Item Test Booklet, please do not hesitate to search our website for further resources or call our offices in Olympia for further information.

2001 Released Passages and Items

Fourth Grade Literary Passage

Directions: Read the selection and answer the questions.

Walking with Elise

by Jennifer Owings Dewey

I have known Elise since she was a few hours old. Now she is two, and sometimes she even teaches me things.

Once, on a blustery October afternoon, I had a chance to take care of Elise. I also had one important errand to do. I had to go to the post office and mail a letter.

The post office is only five or six minutes from my house—so short a distance I always walk. I decided to carry Elise one way and let her walk the other.

We left the post office, Elise walking and holding firmly to my hand. I'm the kind of person who likes to do things fast. Elise didn't want to be hurried. She dropped to her hands and knees and pressed her nose against the grass and sniffed it. She discovered a feather dropped by a pigeon. She held the feather in her tiny fingers and blew on it. It was beautiful. Elise saw that this was so and smiled.

Suddenly I found myself crawling just like Elise. I found a feather of my own to blow on. I thought this wasn't such a bad way to see the world.

"Walking with Elise" by Jennifer Owings Dewey. Copyright © 1993 by Highlights for Children, Inc., Columbus, Ohio. Reprinted by permission of the publisher.

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Elise got up and reached for a pod from a catalpa tree. She shook the long, skinny pod, and the seeds inside made a clattery sound. A big grin spread over Elise's face. I had seen the pods on the ground but had never bothered to pick one up and shake it. I liked the rattle noise as much as Elise did.

Walking with Elise, I saw more in the world than I knew was there. I hope I remember, once in a while, to take an hour to walk a distance that would usually take five minutes. There is more to see and do than you can imagine.

1 Which sentence tells a difference between the author and Elise?

- ○ **A.** The author has more of a sense of humor.
- ○ **B.** Elise tends to be more impatient.
- ○ **C.** The author tends to be in more of a hurry.

Item Information:

Correct Answer: C

Strand: Literary—analyzes, interprets, and thinks critically

Learning Target: Compare and contrast elements of text

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A
			B
			C*
			NR

2 The author and Elise took a walk on a *blustery* afternoon. Use clues from the illustration to find the meaning of the word *blustery*.

- ○ **A.** Windy and cool
- ○ **B.** Sunny and warm
- ○ **C.** Calm and peaceful

Item Information:

Correct Answer: A

Strand: Literary—comprehends important ideas and details

Learning Target: Interpret vocabulary critical to the meaning of the text

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A*
			B
			C
			NR

3 Why did the trip to the post office take only a short time?

- ○ **A.** The author carried Elise.
- ○ **B.** Elise and the author ran all the way.
- ○ **C.** The author pushed Elise in a stroller.

Item Information:

Correct Answer: A

Strand: Literary—analyzes, interprets, and thinks critically

Learning Target: Make connections within and among texts

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A*
			B
			C
			NR

4 Which sentence tells an important idea in the story? Circle your choice.

Be sure to exercise every day.

Take your time and appreciate the world.

Stick to the old ways of doing things.

Use the story to explain why you chose this sentence.

_____

_____

_____

_____

Item Information:

Score points: 2 (see pages 25-28 for examples of each score point)

Strand: Literary—comprehends important ideas and details

Learning Target: Make inferences or predictions based on the reading

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Points
			0
			1
			2
			NR
			Mean:

10

Directions: Read this poem, which goes with the story you just read. Then answer the questions.

My Fingers
by Mary O'Neill

My fingers are antennae.
Whatever they touch:
Bud, rose, apple
Cellophane, crutch—
They race the feel
Into my brain,
Plant it there and
Begin again.
This is how I knew
Hot from cold
Before I was even
Two years old.
This is how I can tell,
Though years away,
That elephant hide
Feels leathery gray.
My brain never loses
A touch I bring:
Frail of an eggshell,
Pull of a string,
Beat of a pulse
That tells me life
Thumps in a person
But not in a knife.
Signs that say:
"Please do not touch,"
Disappoint me
Very much.

"My Fingers" from *My Fingers Are Always Bringing Me News* by Mary O'Neill. Copyright © 1969 by Mary O'Neill. Reprinted by permission of Marian Reiner.

5 Which of the following is the best example of the kind of learning the poet is talking about?

- ○ **A.** Reading a book
- ○ **B.** Examining a seashell
- ○ **C.** Doing a math problem

Item Information:

Correct Answer: B

Strand: Literary—comprehends important ideas and details

Learning Target: Make inferences or predictions based on the reading

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A
			B*
			C
			NR

6 Think about what you can learn from the story "Walking with Elise" (pages 5–6) and the poem "My Fingers" (page 11). Write about **two** things you could do on your way home from school today that would show you have understood the two authors' ideas.

Item Information:

Score points: 2 (see page 29-32 for examples of each score point)

Strand: Literary—analyzes, interprets, and thinks critically

Learning Target: Extend information beyond text—apply information, give a response to reading, express insight gained from reading

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Points
			0
			1
			2
			NR
			Mean:

13

Reading

7 Think about what Elise from "Walking with Elise" (pages 5–6) and the poet who wrote "My Fingers" (page 11) are like. Write about what would happen if the poet met Elise. To do this, answer the following questions:

- Would they enjoy each other's company? Give **one** detail from the story and **one** detail from the poem to explain why or why not.
- What might they want to do together? Give **one** detail from the story and **one** detail from the poem to explain your ideas.

7 (continued)

Item Information:

Score points: 4 (see pages 33-38 for examples of each score point)

Strand: Literary—analyzes, interprets, and thinks critically

Learning Target: Make connections within and among texts

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Points
			0
			1
			2
			3
			4
			NR
			Mean:

Reading

Fourth Grade Informational Passage

Directions: Read the selection and answer the questions.

Your Skeleton
by Sandra Markle

A building has a strong framework to support it. You have a framework, too. Yours is a bony skeleton. Without it, you would not have any shape at all. Imagine yourself as a blob, oozing out of bed in the morning!

In special pictures called X rays, you can easily see the bones inside your body. Look at the X rays on this page. Doesn't it look like the two-year-old's hand has fewer bones than the adult's?

Child's hand

Adult's hand

This is because when you are young, some of your bones are made of cartilage. Cartilage is a tough, rubbery material that does not break like hard bone. Cartilage also does not show up on an X ray. So all the bones made of cartilage in the X ray of the child's hand look like blank spaces.

"Your Skeleton" reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division from *Outside and Inside You* by Sandra Markle. Copyright © 1991 by Sandra Markle.

Here you can see the spongy bone inside the thigh bone. This, the largest bone in your body, stretches between your hip and your knee.

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By the time you are six, most of the bones in your body have become hard bone. Your hard bones are not solid like rock, though. Inside, bones look like a sponge, with lots of spaces in between hard bone. By being hard but not solid, your bones are strong enough to hold you up but also light enough so you can jump, and run, and move around easily.

Bones cannot bend. You can bend your body only at a joint, the place where two bones meet. So having a lot of joints in your hands and feet lets you move them in lots of different ways. Your knees and your jaw are joints, too. What other joints can you find that let your body bend?

Some bones, like your kneecap, have another job besides holding you up: They protect parts of you. Your kneecap protects your knee joint if you get bumped or if you fall down.

In the book Outside and Inside You, *Sandra Markle gives interesting information about all of the body's systems, inside and out.*

8 Using information from the essay, which words best describe what a *framework* does?

- ○ **A.** Smoothes something out
- ○ **B.** Holds something up
- ○ **C.** Puts something down

Item Information:

Correct Answer: B

Strand: Informational—comprehends important ideas and details

Learning Target: Interpret vocabulary critical to the meaning of the text.

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A
			B*
			C
			NR

9 Why does an X ray of a child's hand seem to show fewer bones than an X ray of an adult's hand? Support your answer with **two** details from the selection.

Item Information:

Score points: 2 (see pages 39-42 for examples of each score point)

Strand: Informational—analyzes, interprets, and thinks critically

Learning Target: Compare and contrast information presented

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Points
			0
			1
			2
			NR
			Mean:

10 What is one reason young children break fewer bones than adults?

- ○ **A.** Children's bones are lighter in weight.
- ○ **B.** Children have more muscle on their bodies.
- ○ **C.** Cartilage does not break like hard bone.

Item Information:

Correct Answer: C

Strand: Informational—comprehends important ideas and details

Learning Target: Make inferences or predictions based on the reading

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A
			B
			C*
			NR

11 Which word best describes what a kneecap does?

- ○ **A.** Stretches
- ○ **B.** Supports
- ○ **C.** Protects

Item Information:

Correct Answer: C

Strand: Informational—comprehends important ideas and details

Learning Target: Demonstrate understanding of major ideas and supportive details

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Responses (* = correct response)
			A
			B
			C*
			NR

12 The selection explains what your skeleton is like and how it helps you. Name **three** different things you can do because of your skeleton. For **each** one, explain how your skeleton helps you.

12 (continued)

Item Information:

Score points: 4 (see pages 43-48 for examples of each score point)

Strand: Informational—analyzes, interprets, and thinks critically

Learning Target: Make connections within and among texts

Performance Data (Use this space to fill in student performance information for your school, district, and the state.):

Percent Distribution			
School	District	State	Points
			0
			1
			2
			3
			4
			NR
			Mean:

Item Specific Scoring Guides and Annotated Examples of Score Points

Scoring Guide for question number 4:

A **2-point response** circles a choice and uses an appropriate reference to the story to explain the choice.

Example (for the second sentence): Because Elise will not be hurried, she teaches the author to slow down and enjoy small things in life, like feathers and seed pods.

A **1-point response** circles a choice and uses a vague or superficial reference to the story to explain the choice.

Note: Any one of the three possible choices may be circled.

Annotated Example of a 2-point response for question number 4:

4 Which sentence tells an important idea in the story? Circle your choice.

Be sure to exercise every day.

Take your time and appreciate the world.

Stick to the old ways of doing things.

Use the story to explain why you chose this sentence.

In the story the author says that she liked blowing on the feather and the shaking of the pods. The author also said that it wasn't such a bad way to see the world.

Annotations:
This student response earns two points. The student circles a choice (take your time and appreciate the world) and supports it well by using specific details from the text—*"liked blowing on the feather"* and *"shaking of the pods."* Further, the response concludes with the statement that *"that it wasn't such a bad way to see the world"* which ties the circled choice and the text details in a specific conclusion.

Annotated Example of a 1-point response for question number 4:

4 Which sentence tells an important idea in the story? Circle your choice.

Be sure to exercise every day.

Take your time and appreciate the world.

Stick to the old ways of doing things.

Use the story to explain why you chose this sentence.

because she got the falling faether and when to the poet office.

Annotations:
This student response earns one point. The student circles a choice (take your time and appreciate the world) and supports it with a vague reference to the story—*"falling faether"* and *"to the poet office."* The response does not make a strong connection between the circled choice and the vague reference to the story.

Annotated Example of a 0-point response for question number 4:

4 Which sentence tells an important idea in the story? Circle your choice.

Be sure to exercise every day.

Take your time and appreciate the world.

Stick to the old ways of doing things.

Use the story to explain why you chose this sentence.

Your only here for a while.

Annotations:
This student response earns zero points. The student circles a choice (Take your time and appreciate the world), but it does not support it with either vague or specific references to the story. The student responds *"your only here for a while,"* but the statement has no link back to the text.

Scoring Guide for question number 6:

A **2-point response** names two activities, one that reflects the idea of the first selection and one that reflects the idea of the second selection.

Example: I would study the plants and animals around me. I would pay close attention to small things that I might not have looked at before.

A **1-point response** names one activity that reflects the idea of only one of the selections.

Annotated Example of a 2-point response for question number 6:

6 Think about what you can learn from the story "Walking with Elise" (pages 5–6) and the poem "My Fingers" (page 11). Write about **two** things you could do on your way home from school today that would show you have understood the two authors' ideas.

I could find a feather and blow on it to see how beautiful it is.

I could also feel how a bud feels.

Annotations:
This student response earns two points. The student mentions an idea from the story *"find a feather and blow on it to see how beautiful it is,"* and an idea from the poem, *"I could also feel how a bud feels."* The details are directly from the text and directly answer the question.

Annotated Example of a 1-point response for question number 6:

6 Think about what you can learn from the story "Walking with Elise" (pages 5–6) and the poem "My Fingers" (page 11). Write about **two** things you could do on your way home from school today that would show you have understood the two authors' ideas.

I could look for feathers and make a scarp book out of it

Annotations:
This student response earns one point. The response mentions an idea from the story *"I could look for feathers"* but does mention a detail from the poem. The response fulfills half of the requirements of the question, thus earning it one point.

Annotated Example of a 0-point response for question number 6:

6 Think about what you can learn from the story "Walking with Elise" (pages 5–6) and the poem "My Fingers" (page 11). Write about **two** things you could do on your way home from school today that would show you have understood the two authors' ideas.

I think shie's talkeing about how things feel

beacause it uses the words touch and feel.

Annotations:
This student response earns zero points. The student response alludes vaguely to the passage through the use of the words "touch" and "feel," but the response itself *"I think she's talkeing about how things feel beacause it uses the words touch and feel"* does not answer the question. It does not mention anything about what the student could do on the way home from school.

Scoring Guide for question number 7:

A **4-point response** answers both questions thoroughly and includes four elements:

- A detail from the story that helps to explain why they would or would not enjoy each other's company.
- A detail from the poem that helps to explain why they would or would not enjoy each other's company
- A detail from the story that helps to explain what they might want to do together
- A detail from the poem that helps to explain what they might want to do together

Example: they would both enjoy each other's company because they like to do similar things. They both like to explore things with their senses and to look closely at small things in nature. They might want to go for a walk along a beach or through the woods. They could observe all the interesting things in nature.

A **3-point response** answers both questions generally and includes three of the four elements listed above.

A **2-point response** answers one question generally or both questions minimally and includes two of the four elements listed above.

A **1-point response** answers one question minimally and includes one of the four elements listed above.

Annotated Example of a 4-point response for question number 7:

7 Think about what Elise from "Walking with Elise" (pages 5–6) and the poet who wrote "My Fingers" (page 11) are like. Write about what would happen if the poet met Elise. To do this, answer the following questions:

- Would they enjoy each other's company? Give **one** detail from the story and **one** detail from the poem to explain why or why not.
- What might they want to do together? Give **one** detail from the story and **one** detail from the poem to explain your ideas.

Yes, they would probably enjoy each other's company because Elise loves to touch things like feathers and the poet loves to touch everything.

They would probably want to go on a walk together because Elise would touch feathers and pods from a catalpa tree. The poet would probably want to touch thoose things to because the poem said "things that have a don't touch sign dissapoint her very much."

Annotations:
This student response earns 4 points. It fulfills the first half of the question when it mentions details about the poet and the author enjoying each other's company from the both the story—*"Elise likes to touch things like feathers"* and the poem—*"the poet loves to touch everything."* Further, the response fulfills the second section of the question when it talks about what the author and poet would like to do together using text-based details from the both the story—*"Elise would touch feathers and pods from a catalpa tree"* and the poem—*"the poet would want to touch thoose things to because the poem says 'things that have a don't touch sign dissapoint her very much.'"*

Annotated Example of a 3-point response for question number 7:

7 Think about what Elise from "Walking with Elise" (pages 5–6) and the poet who wrote "My Fingers" (page 11) are like. Write about what would happen if the poet met Elise. To do this, answer the following questions:

- Would they enjoy each other's company? Give **one** detail from the story and **one** detail from the poem to explain why or why not.
- What might they want to do together? Give **one** detail from the story and **one** detail from the poem to explain your ideas.

I think they would enjoy each others company Because they are Both interested in nature. Because in the poem the person likes to touch flowers and other things.

I think if the were together they would take a hike in the woods. in the story she like feathers and seeds and in the poem she like flowers and other things in nature.

Annotations:
This student response earns three points. The response only selects details from the poem to support the first half of the question when the response says that the author and the poet would enjoy each other's company because *"in the poem the person likes to touch flowers and other things."* There is no detail from the story to support why the author would enjoy the meeting. The response earns two points on the second half of the response where it addresses what the author and the poet might like to do if they met one another when it says from the story, *"In the story she likes feathers and seeds,"* and when it says from the poem *"she likes flowers and other things in nature."*

Annotated Example of a 2-point response for question number 7:

7 Think about what Elise from "Walking with Elise" (pages 5–6) and the poet who wrote "My Fingers" (page 11) are like. Write about what would happen if the poet met Elise. To do this, answer the following questions:

- Would they enjoy each other's company? Give **one** detail from the story and **one** detail from the poem to explain why or why not.
- What might they want to do together? Give **one** detail from the story and **one** detail from the poem to explain your ideas.

They would probably want to do lots of things togther because in the story Elise picks op a feather and blows on it. In the poem the poet talks about touching things like an apple, bud or a rose.

Annotations:
This student response earns two points. The response mentions a detail from the story that explains what the poet and Elise might like to do together—*"Elise picks op a feather and blows on it."* The response also names a detail from the poem to explain what the poet and Elise might like to do together—*"the poet talks about touching things like an apple, bud or a rose."* However, the response does not address the first half of the question *"would they enjoy one another's company?"* and it does not name any details to address that half of the question.

Annotated Example of a 1-point response for question number 7:

7 Think about what Elise from "Walking with Elise" (pages 5–6) and the poet who wrote "My Fingers" (page 11) are like. Write about what would happen if the poet met Elise. To do this, answer the following questions:

- Would they enjoy each other's company? Give **one** detail from the story and **one** detail from the poem to explain why or why not.
- What might they want to do together? Give **one** detail from the story and **one** detail from the poem to explain your ideas.

Yes. they would each other's company to be together they would pick flowers They might go to Elise's mother's work

Annotations:
This student response earns one point. It provides one text-based detail from the story to support why the poet and Elise would enjoy one another's company when it states *"they would pick flowers,"* but the comment that perhaps *"they might go to Elise's mother's work"* is not text-based, and it does not receive any credit. Further, the student response does not respond to the second half of the question *"What might they do together?,"* nor does it mention any details that might allude to this part of the question.

Annotated Example of a 0-point response for question number 7:

7 Think about what Elise from "Walking with Elise" (pages 5–6) and the poet who wrote "My Fingers" (page 11) are like. Write about what would happen if the poet met Elise. To do this, answer the following questions:

- Would they enjoy each other's company? Give **one** detail from the story and **one** detail from the poem to explain why or why not.
- What might they want to do together? Give **one** detail from the story and **one** detail from the poem to explain your ideas.

They will enjo each other compac Because They might

might By Bord

I picked the I des Because I thot they were good

Annotations:
This student response earns zero points. Its comment *"they will enjo each other compac Because They might by bord,"* is a reference to the first half of the question, but it does not mention a detail from the poem or from the story to support its statement. Further, the second statement *"I picked the I des because I thot they were good,"* does not attempt to answer the second half of the question *"what might they want to do together?"*

Scoring Guide for question number 9:

A **2-point response** demonstrates an understanding of the fact that a child's hand has some bones that are made up of cartilage and cartilage does not show up on an X ray by citing two text-based details, **one** from **each** of the following lists:

Cartilage

- When you are young, some of your bones are made of cartilage.
- Cartilage is a tough, rubbery material.
- By the time you are six, all of the bones in your body have become hard bones.
- When you are young, you have fewer bones (less bone).

X ray

- Cartilage does not show up on X rays.
- An X ray of a child's hand looks like blank spaces.
- The picture showing the blanks in the child's hand shows that cartilage doesn't show up on X rays.

Example: Some of a child's bones are made of cartilage, and cartilage doesn't show up on an X ray. An adult's bones have less cartilage.

A **1-point response** demonstrates an understanding of the fact that a child's hand has some bones that are made up of cartilage **or** that cartilage does not show up on an X ray by citing one text-based detail from one of the lists.

Annotated Example of a 2-point response for question number 9:

9 Why does an X ray of a child's hand seem to show fewer bones than an X ray of an adult's hand? Support your answer with **two** details from the selection.

The child's hand has fewer bones in the X-ray because being so young the rest is carteledge. The adult's carteledge is grown to hard bone. Besides carteledge does not show up on X rays.

Annotations:
This student response earns two points. It demonstrates an understanding that a child's hand is different than an adult's hand because of more cartilage. The response cites two text-based details for support. They are: *"the child's hand has fewer bones in the X-ray because they are so young the rest is cartilage,"* and *"the adult's carteledge is grown to hard bone."* The response mentions one more detail, *"carteledge does not show up on X rays."*

Annotated Example of a 1-point response for question number 9:

9 Why does an X ray of a child's hand seem to show fewer bones than an X ray of an adult's hand? Support your answer with **two** details from the selection.

On X ray it shows fewer bones because most of your bones

are made of cartilage when you are young.

Annotations:
This student response earns one point. It demonstrates an understanding that a child's hand is different than an adult's hand because of more cartilage. The response cites one text-based detail for support. It is: *"On X ray it shows fewer bones because most of your bones are made of cartilage when you are young."*

Annotated Example of a 0-point response for question number 9:

9 Why does an X ray of a child's hand seem to show fewer bones than an X ray of an adult's hand? Support your answer with **two** details from the selection.

Adult bones are stronger than children's bones.

Annotations:
This student response earns zero points. It does not demonstrate an understanding that a child's hand is different than an adult's hand because of more cartilage. The detail selected, *"adult bones are stronger than children's bones,"* does not answer the question.

Scoring Guide for question number 12:

A **4-point response** clearly names 3 things a person can do and explains how the skeleton helps the person do each of the 3 things.

Example: I can stand; my skeleton supports my body. I can run and jump; my bones are strong but light, not like solid rock. I can bend; my bones have many joints.

A **3-point response** clearly names 2-3 things a person can do and explains how the skeleton helps the person do 2 of the things **OR** it names 3 things a person can do but explains how the skeleton helps the person do only 1 of them **OR** it clearly names 1 thing a person can do and gives 3 explanations of how the skeleton helps the person do that thing.

A **2-point response** clearly names 1-2 things a person can do and explains how the skeleton helps the person do only 1 of the things **OR** it names 3 things a person can do but does not explain how the skeleton helps the person do any of them **OR** it does not name any things a person can do but explains how the skeleton would help a person do 3 things.

A **1-point response** clearly names 1-2 things a person can do but does not explain how the skeleton helps the person do any of them **OR** it explains how the skeleton would help a person do 1-2 things.

Annotated Example of a 4-point response for question number 12:

12 The selection explains what your skeleton is like and how it helps you. Name **three** different things you can do because of your skeleton. For **each** one, explain how your skeleton helps you.

Our skeletons help us stand up but if we didn't have a skeleton we would be able to stand up

Our skeleton helps us walk we walk because our skeleton can move around on our joints and jounts help us bend our bodies

Our skeletton helps us jump because our skeletons is light in weight so we can jump but strong enough to hold us up

Annotations:
This student response earns 4 points. It names three things a person can do because of their skeleton and explains how the skeleton helps the person do the three things. The first example is *"our skeletons helps us stand up,"* and the explanation is *"if we didn't have a skeleton we would be able to stand up."* The second example is *"our skeleton helps us walk"* and the explanation is *"our skeleton can move around on our joints."* The third example is *"our skeletton helps us jump"* and the explanation is *"because our skeletons is light in weight."*

Annotated Example of a 3-point response for question number 12:

12 The selection explains what your skeleton is like and how it helps you. Name **three** different things you can do because of your skeleton. For **each** one, explain how your skeleton helps you.

I can ride my bike because my leg has a joint so I can bend my leg to petlle. If I didn't have joints in my fingers I wouldn't be able to hold a pencil. pen. be able to hold the door nob or hold on to a swing.

Annotations:
This student response earns three points. It names three things a skeleton helps people do, but it only provides one explanation for all three things. The things the response names are: *"I can ride my bike, hold a pencil, hold the door, or hold onto a swing."* The explanation the response uses to describe how the skeleton helps people do things is *"my leg has a joint so I can bend my leg to petlle."* And it further discusses joints when it says, *"If I didn't have joints in my fingers I wouldn't be able to hold a pencil."*

Annotated Example of a 2-point response for question number 12:

12 The selection explains what your skeleton is like and how it helps you. Name **three** different things you can do because of your skeleton. For **each** one, explain how your skeleton helps you.

It helps you stand up.

It helps you bend.

It helps you jump.

Annotations:
This student response earns two points. It names three things that a skeleton helps people to be able to do, but it does not provide any explanation for how the skeleton helps people perform these things. The three examples the response mentions are: *"It helps you stand up. It helps you bend, and it helps you jump."*

Annotated Example of a 1-point response for question number 12:

12 The selection explains what your skeleton is like and how it helps you. Name **three** different things you can do because of your skeleton. For **each** one, explain how your skeleton helps you.

One way your skelton can help you is so you can

bend over another way is to help surrport your back.

Annotations:
This student response earns one point. It names two things that a skeleton helps you do—*"it helps you so you can bend over"* and *"it helps you support your back."* However, it does not name any explanations for how a skeleton helps you do these things.

Annotated Example of a 0-point response for question number 12:

12 The selection explains what your skeleton is like and how it helps you. Name **three** different things you can do because of your skeleton. For **each** one, explain how your skeleton helps you.

it take srape of yor botty

Annotations:
This student response earns zero points. It does not name a thing the skeleton helps a body do or explain how it helps the body perform this activity. The statement, *"it take srape of yor botty,"* is not a clear statement of activity or explanation.

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